12 Steps to Review NWEA Growth and Performance for T-TESS Growth and Domain IV –

1) Open Achievement Status and Growth (ASG) Summary of Quadrant Chart

2) Identify Winter/Spring assessment and complete dropdowns to open your class

3) Be sure Growth Comparison is set to match either Fall to Spring or Fall to Winter

4) Select Update the Report

5) Put 90 in the Achievement Percentile box along the horizontal axis and 30 in the Conditional Growth Percentile box on the vertical axis
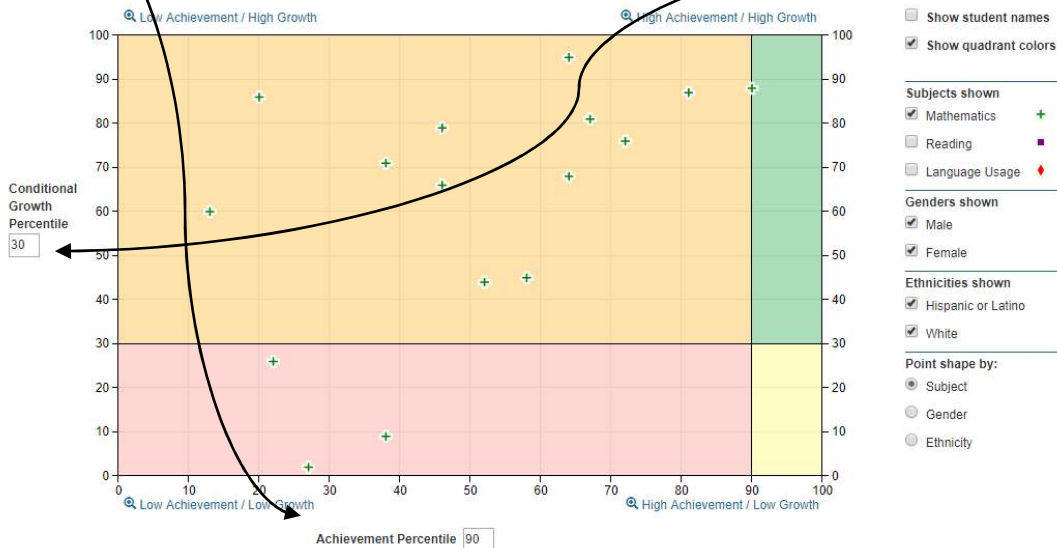
6) Make sure only your content area is selected in the Legend on the right

7) Click on the Conditional Growth Percentile title on the student list to order from least to greatest and print the ASG report

					Achievement Status				Growth						
					Fall 2018		Winter 2019		Student					Comparative	
Quadrant	Name ▾ ID	WI 2019 Grade	WI 2019 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile

8) Count your points for student growth – 1 Point for Percentiles from 50 to 99 and Students in Green and Yellow, 0.5 for Orange from 30 to 50 Orange, and 0 Points for Pink students
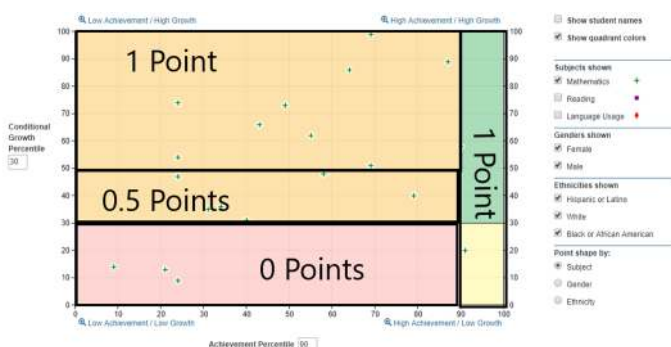
9) Use the formula below to calculate your Student Growth

(Divided by)

_____((Points for Class)/_____(Total Students))X 100 = _____% growth for your class

PERFORMANCE REVIEW

LEVELLAND ISD NWEA/MAP PERFORMANCE LEVELS			
DID NOT MEET GRADE LEVEL	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
0-30th %tile	31st - 60th %tile	61st- 80th %tile	81st - 99th %tile

10) Print your ASG report to reflect on the student growth for your classroom by highlighting the student results based on the percentile ranges shown in the chart above -- 3rd Grade Example:

		Achievement Status					
		Fall 2020		Winter 2021			
WI 2021 Grade	WI 2021 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth
3	1/12/21	184-187-190	37-46-55	179-182-185	10-15-20	195	8
3	1/13/21	173-176-179	12-18-24	170-173-176	3-4-7	184	8
3	1/12/21	170-173-176	8-12-18	172-175-178	4-6-9	182	9
3	1/12/21	173-176-179	13-18-24	179-182-185	10-15-20	184	8
3	1/12/21	175-178-181	16-22-29	182-185-188	15-20-27	186	8
3	1/12/21	182-185-188	32-40-49	189-192-195	30-38-46	193	8
3	1/12/21	191-194-197	58-68-73	198-201-204	55-64-71	201	7
3	1/12/21	168-171-174	6-10-14	177-180-183	8-12-16	180	9
3	1/12/21	194-197-200	66-74-80	202-205-208	67-74-80	204	7

A. Review the students with low performance shown in the pink highlight to see if they made growth. This students were identified for MTSS/RtI support in the fall and need to make more than the projected growth. Consider --

1) If they achieved more than the expected growth then they are on track and the intervention is working.

2) If they made less than their expected growth then the intervention needs reconsidering and the Campus Assistance Team needs to meet to review the student's needs.

3) Did most of your students who started low (Did Not Meet -- Red) grow? This would indicate how you're instructional/intervention practices impact strugglers

4) Did most of your students who started high (at or above the Meets – Green and Blue) also make growth? This can help you evaluate how well your instructional practices challenge our high achieving students.

5) Students who have moved down a category should be considered for intervention.

B. Review your Meets level performance numbers and compare to your campus HB3 Board Goals (ask principal). Put all of your tested students in this calculation – do math and reading separately

_____(Total students at or above the 61st %tile / divided by _____Total students tested)

X 100 = _____% of student at or above meets level performance.

11) Open your Student Profile report – Under Next Generation Reports

a) Select the first student from your pink area on the Summary Growth Chart and open their Student profile. Select either Math, Reading or Language Arts tab and review the page. The color tabs do not match exactly to the Cut Points chart.

b) Ask these questions about the student's growth over time:
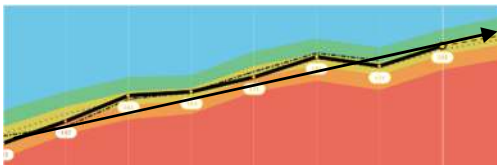
1) What does the graph show about previous performance and growth for this student?

2) Is the student's line moving the same as the color bands? Or is it declining or growing at a faster rate? This example shows an average student whose growth is following the expected growth.

3) How does this performance compare to the student's performance in my classroom?

c) Under Growth Goals you can set a new goal for the student that will help them get back on track. Share the new goal with the student and parent so you can work together.

d) Review the Instructional Areas to help develop your intervention plan. Remember the term Relative Strength means it is a strength for this student not all students.

K-1 View   2-8 View
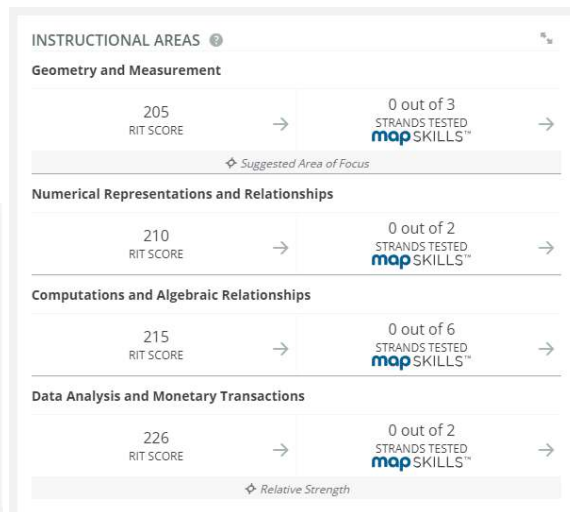
e) Click on one of the Instructional Areas to review this student's performance, top left corner allows you to select Group by: Standard.

1) Review the standards that are below grade level and determine an area of focus for intervention and group students by needs.

2) Close the screen with the X in right corner this will take you back to the main page or you can go to the next student by using the student icon in the upper right corner of the main page. You can also print this report.
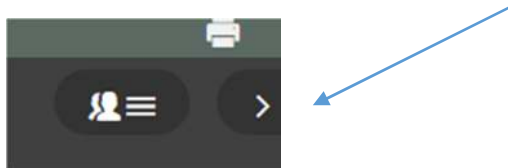
12) MAP Fluency (K-3), Skills Checklists (K-2), and Skills (2 – 8) are available for more detailed information on students and assistance with planning intervention and progress monitoring.

Description of NWEA Tests --
https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/Summary_TestTypes.htm

MAP Skills Checklists –

https://teach.mapnwea.org/assist/help_map/Content/Testing/EarlyLearning.htm#Choosing

MAP Skills –

https://teach.mapnwea.org/assist/help_map/Content/SkillsNav/QuickStart.htm

MAP Fluency –

SUMMARY --

In the middle of the year these reflections should help you plan the remainder of the year for both your class and each student. Reflect here --

At the end of the year, these reflections can help you complete Part II of your T-TESS Goals and Self-Assessment in Strive and plan for the next school year. Reflect here ---